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ABSTRACT

This report discusses the challenges facing state and land grant universities and offers an agenda for change put forth by 25 current or former presidents of such institutions. It advances three broad ideals for state and land grant universities, in that they should become genuine learning communities, student-centered and committed to teaching excellence, and strive to develop a healthy learning environment for students, faculty, and staff. The report details the educational challenges facing the United States and the specific hurdles confronting public higher education, such as enrollment pressures, new competitors, funding difficulties and cost increases, eroding public trust, and limited institutional flexibility. A seven-point statement of principles to guide academic reform emphasizes the importance of a learning community, access and opportunity, an education of value, cost containment, accountability, meeting new needs, and flexibility and responsiveness. Sidebars note the effects of the telecommunications revolution on education, discuss systemic reform in higher education, and highlight innovative programs at several state and land grant universities. Two appendixes provide acknowledgements and a listing of the activities of the Kellogg Commission on the Future of State and Land Grant Universities. (MDM)

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Returning to Our Roots

THE STUDENT EXPERIENCE

ED 406 904

HE 030 077

Kellogg Commission
on the Future of State
and Land-Grant Universities

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An Open Letter to the Presidents and Chancellors of State Universities and Land-Grant Colleges

Returning to Our Roots
THE STUDENT EXPERIENCE

We ask you to join us in rejecting several false notions. The first is that a college education ends with a degree. The second is that the student experience should be reserved for the fortunate few between the ages of 18 and 25 willing to attend full time. The third is that the university experience extends only as far as the campus boundaries . . .

In brief, we ask you to join us in returning to our roots . . . State and land-grant institutions must again become the transformational institutions they were intended to be.

KELLOGG COMMISSION ON THE
FUTURE OF STATE AND LAND-GRANT UNIVERSITIES

Kellogg Commission on the Future of State and Land-Grant Universities

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EXECUTIVE SUMMARY

We write as 25 of your colleagues, each of us a current or former president of a state or land-grant institution, to express our sense of urgency about the challenges and opportunities before us. Like each of you, all of us believe in the value of American higher education. We do not buy the idea that because the challenges before us are nearly unprecedented we should scale back our ambitions. But, unless public colleges and universities become the architects of change, they will be its victims. Our key challenge is two-fold. We must maintain our legacy of world-class teaching, research, and public service. At the same time, in a rapidly changing world, we must build on our legacy of responsiveness and relevance.

All of us know that public higher education is beset by challenges. They include an emerging enrollment boom, new competitors on the horizon, constrained public funding and growing resistance to price hikes, eroding public trust, and limited institutional flexibility. Each of us is struggling with these issues in our own way on our own campuses. We have run out of the easy solutions. Adding a section here, capping enrollment there, shaving expenditures elsewhere, finding additional funds somewhere else, and working around the marginally productive—these and other strategies no longer work as well as they once did.

Our challenges are no longer technical issues of how to allocate rising revenues, but difficult adaptive problems of how to lead when conditions are constantly changing, resources are tight, expectations are high, and options are limited. We live in an age of transformational, not technical, change. Our leadership, like our institutions, must become transformational as well.

In the past when this society has called on us, we have always responded. Undoubtedly, we will continue do so. But if we are to respond with the effectiveness and power required to address the great domestic issues facing the United States—the economy, the environment, education, and technological and demographic change—we must first confront the internal and external stresses bearing on our institutions.

We start with students and invite you to join us. State and land-grant universities were established to put students first. In responding to change, we begin by returning to our roots, because too many of us have lost touch with much that was best in our past.

Learning Communities

We can invent quite different institutions if we reaffirm three broad ideals and adhere to them tenaciously, following their implications faithfully wherever they lead: (1) Our institutions must become *genuine learning communities*, supporting and inspiring faculty, staff, and learners of all kinds. (2) Our learning communities should be *student centered*, committed to excellence in teaching and to meeting the legitimate needs of learners, wherever they are, whatever they

need, whenever they need it. (3) Our learning communities should emphasize the importance of *a healthy learning environment* that provides students, faculty, and staff with the facilities, support, and resources they need to make this vision a reality.

Far from serving as lofty, unattainable goals, these ideals represent our firm expectations. As the examples throughout our letter indicate, many institutions are already making them real. Whether we fall short of these ambitious aims is beside the point. The point is to pursue them relentlessly. Our reach should exceed our grasp. What matters is not so much the destination but an unflinching commitment to excellence in meeting learners' needs.

Values deserve special attention in this effort. We dare not ignore this obligation in a society that sometimes gives the impression that character, and virtues such as tolerance, civility, and personal and social responsibility are discretionary. These should be standard equipment, not options, in our graduates.

Finally, we note that learning is not a spectator sport. Independent learners are active, not passive. We must insist that students take responsibility for their own learning and introduce many more of them to research, as collaborators with faculty and graduate students and as seekers and inventors of new knowledge in their own right. And we must introduce all students—and, in particular, first-year students—to classroom experiences that stretch their intellectual horizons and force them to exercise analytical muscles most of them never knew they had.

In the next century, a new kind of university will be in place. Most of us are already in the process of inventing it. A university without walls, it will retain the best of our heritage. But it will also be open, accessible, and flexible in ways that can barely be imagined today. In this new university, the emphasis will be on delivering instruction anywhere, anytime, and to practically anyone who seeks it.

Our report is a sort of architect's rendering of what this university might look like. It sketches out the dimensions of the new university in broad brush-strokes. The details remain to be developed.

We offer two parts to begin laying the foundation of this new university: a statement of principles defining the kind of learning communities we consider essential to America in the 21st century (see page viii), and a number of action commitments to implement these principles.

We urge you to make the statement of principles on page viii a vehicle for organizing in-depth discussions at your institution about the nature of higher education in your community, state, and region. We also offer seven action commitments around which we hope all of us can rally. We ask you to join us in turning them into reality.

These action commitments call on all of us to:

- revitalize our partnerships with elementary and secondary schools;
- reinforce our commitment to undergraduate instruction, particularly in the first two years;
- address the academic and personal development of students in a holistic way;

- strengthen the link between education and career;
- improve teaching and educational quality while keeping college affordable and accessible;
- define our educational objectives more clearly and improve our assessment of our success in meeting them; and
- strengthen the link between discovery and learning by providing more opportunities for hands-on learning, including undergraduate research.

To advance these principles and commitments, our Commission plans to initiate a "national conversation" through dialogs around the country to evaluate, discuss, and, if necessary, modify our statements of principles and action. We will also make models of best practice available in print and on the information superhighway.

As academic presidents, all of us must ask ourselves how our stewardship will be remembered. Will ours be the generation of leaders recalled because, on our watch, higher education ceded control of its destiny? Or will we be remembered as the presidents who put forward a new definition of what higher education could be in America, helped our allies coalesce around that new field of vision, and worked in concert to make it real?

The new university we defined became a different kind of learning community, one that protected scholarship and free inquiry by relating them to learning. It put learning at the top of its agenda. It took advantage of the latest technologies and restructured itself to do what it had to do with the resources it had available. Above all, it strengthened its roots by putting students first.

The choice is ours.

A Statement of Principles to Guide Academic Reform

Preamble. This institution is committed to higher education as a public trust. It supports the state and land-grant ethic of service to students, communities, and states through teaching, research, and public service as a statement of that trust. In support of that commitment, this university and its stakeholders—students, faculty, staff, administrators, board members, and friends—consider the following principles to be major statements of the values guiding us as we enter the 21st century.

I. A Learning Community. This university defines itself as a learning community, one that supports and inspires academic growth and learning among faculty, staff, students, and learners of all kinds, on-campus and off. Learning serves all of them; and all of them serve learning. Oriented around learners' needs, this university is committed to maintaining a first-rate environment for learning.

II. Access and Opportunity. As one of the public colleges and universities responsible for granting two-thirds of all the bachelor's degrees awarded in the United States, this institution is dedicated to maintaining the widest possible access to the benefits of a college education.

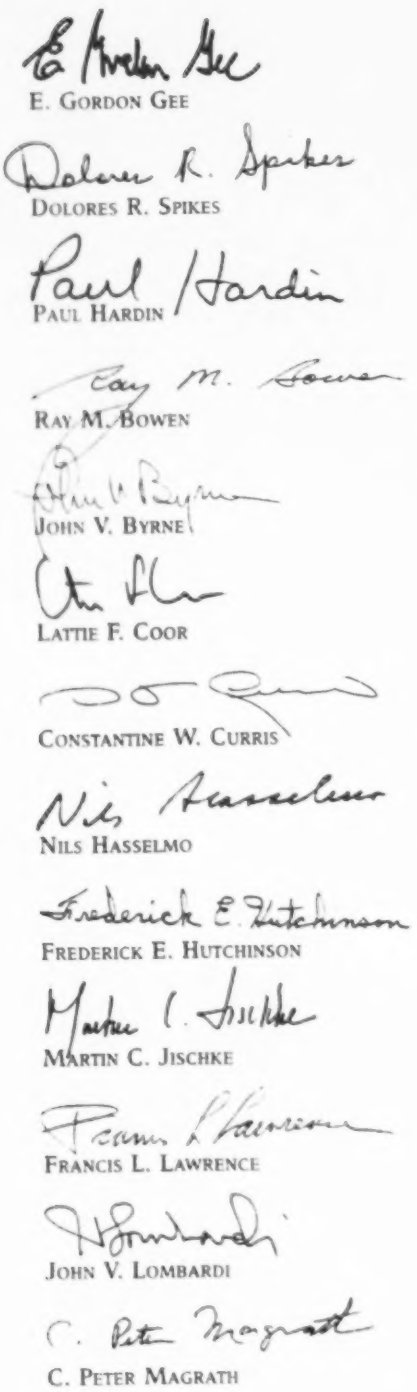
III. An Education of Value. This university will provide graduates with an education that fits them with the skills, attitudes, and values required for success in life, citizenship, and work or further education.

IV. Containing Costs. This institution is dedicated to containing its costs.

V. Accountability. This institution is a prudent steward of public resources, conscious of the need to maintain and improve quality while containing costs. It will also investigate a variety of emerging mechanisms to assess the outcomes of the student experience.

VI. Meeting New Needs. As telecommunications and other technologies revolutionize American life and many non-traditional students seek access to this learning community, this university is committed to developing distance-learning techniques and extended evening and weekend offerings to meet the widest variety of student needs.

VII. Flexibility and Responsiveness. This institution is committed to developing new partnerships and collaborations and improving governance structures so that it can meet its teaching, research, and service obligations more effectively, work with its many stakeholders more efficiently, and respond to change and emerging needs more flexibly.



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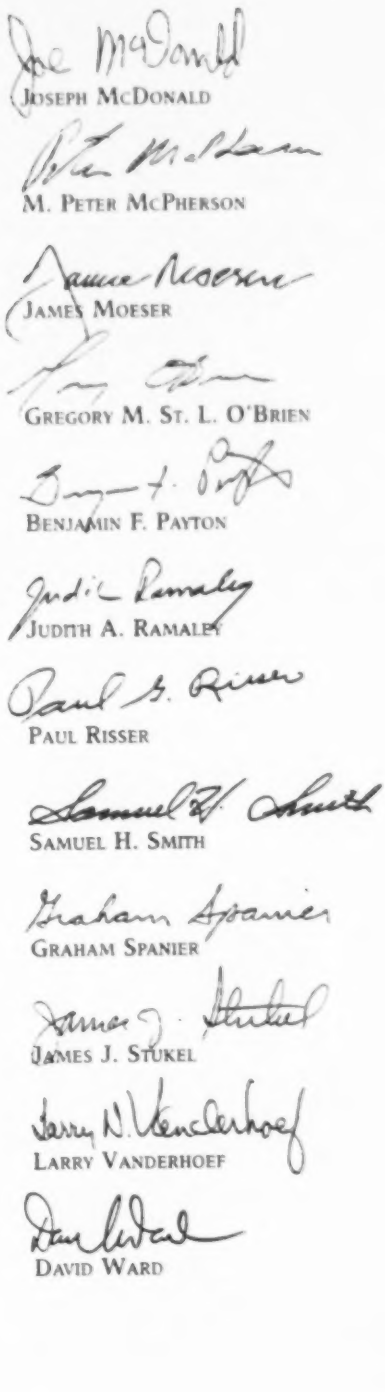

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PREFACE

In 1995, convinced that the United States and its state and land-grant institutions were facing structural changes as deep and significant as any in history, the National Association of State Universities and Land-Grant Colleges sought the support of the W.K. Kellogg Foundation to examine the future of public higher education.

The Foundation, already funding several major institutional change initiatives, responded to this request promptly and generously. It agreed both to support a multi-year national commission to rethink the role of public higher education in the United States and to lend its name to the effort. The first meeting of the Kellogg Commission on the Future of State and Land-Grant Universities was held in January 1996.

An important point needs to be made clear at the outset. The Kellogg Commission has no intention of imposing detailed agendas or restructuring plans on anyone. Although such plans may be needed on some campuses, they should not be drawn up without a clear understanding of where we are, where we are headed, and what we hope to accomplish.

Our role is to continue to express the need for change. Our intention is to continue to press for it. We intend to work together to find ways to make change a way of life on our campuses. Over the course of the next two years, the Commission will issue a series of letters to the leaders of American higher education, letters in the nature of conversations to frame a vision of the possibilities before us and a general sense of the direction in which we should move. We plan five of these letters, one each on the student experience, access, engaged institutions, a learning society, and campus culture. *Returning to Our Roots* is the first of these statements; it focuses on the student experience.

We want to thank our colleagues on the Commission for their commitment to this assignment and the many thoughtful ways in which they shaped this letter. Although each of us individually would probably write a slightly different document, because we believe this report promises to stimulate thoughtful discussion and common action on our campuses, we are unanimous in supporting its broad themes and directions.

E. Gordon Gee (Chairman)
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Dolores R. Spikes (Vice-Chairwoman)
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The Challenges Before Us

We write as 25 of your colleagues to express our sense of urgency about the great challenges and opportunities facing the United States and our institutions. Our message is not a private pleading in defense of the *status quo*. It is the public expression of our conviction that, if our nation is to succeed in a new century, our institutions must be renewed. Unless we become the architects of change, we will become its victims.

The success of the land-grant tradition lies in its combination of high-quality, affordable education, world-class research, and public service; in its practical real-life orientation; and in its deep sense of responsibility for the society that supports it. As we face the future, that tradition can serve as our guide. A key challenge will be to maintain our legacy of responsiveness and relevance in a rapidly changing world.

At least twice before in our country's history, state and land-grant universities helped transform the United States. Today, we can do so again.

Our first chance was present at the outset. When the fathers of the American state and land-grant movement, Justin Morrill and Abraham Lincoln, envisioned what we should be, it was as transformative institutions. They wanted state and land-grant universities to revolutionize American higher education, converting it from the private preserve of the few to the birthright of us all. With the help of the 1862 Morrill Act, the 1887 Hatch Act, and the 1914 Smith-Lever Act, our campuses helped bind up the nation's wounds, open the American West, and infuse 20th-century American industry and agriculture with the fruits of research. And we expanded the land-grant ethic, first by including within our mandate the "1890s institutions," historically black colleges and universities, and then by enlarging our vision a century later to incorporate tribal colleges serving Native Americans. We have been true to the vision of Morrill and Lincoln.

As the United States successfully passed through another great peril, the nation called on us yet again. The "G.I. Bill" required our campuses to bear the brunt of absorbing millions of veterans after World War II. Again we responded, doubling and quadrupling enrollments practically overnight, providing educational opportunity at previously unimaginable levels, expanding the middle class and helping win the Cold War while setting off the biggest peace-time economic boom in the nation's history. State and land-grant institutions were part of the legacy of Roosevelt and Truman.

Today, new challenges beckon. The United States and the world are again in the midst of sweeping economic and social transformations. In this new environment, change is the only constant. Developments proceed at such a pace that we barely have time to think about the future. American firms now compete in a truly global economy. Apparently secure American jobs have vanished. Developments in the former Soviet Union, the Balkans, South Africa, and elsewhere continually catch us by surprise. Social stresses

divide our communities. For the first time in history, more Americans live in suburbs than in cities (or on farms) leaving behind the decay of broken communities and abandoned urban centers. And, for the first time in memory, well-informed and well-meaning people question whether the people's universities—our great institutions—are capable of responding to these challenges.

Like each of you, all of us believe in the value of American higher education. We are proud of the contributions we have made. We are convinced our institutions add value to the lives of students and communities. Without minimizing in any way the challenges and problems before us, we are genuinely enthusiastic about the possibilities for the future.

We do not accept the notion that because we are encountering heavy weather we must trim our sails. We refuse to agree that because times are hard we should turn our back on our commitments to access and to excellence in research. We do not buy the idea that because the challenges before us are nearly unprecedented we should scale back our ambitions.

Quite the contrary. We reaffirm our commitment to the ambitious roots of the state and land-grant ethic—providing teaching, research, and service for the American people that is world class. That is the tradition we must bequeath to our children and to the nation. We will settle for nothing less.

But the inheritance must suit the times. When today's students complete their studies in the year 2000 and beyond, they will enter a new age and a very different world. If today's state and land-grant universities can provide for today's students what our forebears did for theirs, the possibilities for the United States are limitless. But if we cannot—if we temporize, vacillate, or refuse to summon the will to do what needs to be done—the prospects for our nation, its students, and its institutions will be diminished.

Moreover, our institutions must act in concert if they are to succeed. We very much doubt that the land-grant movement could have transformed American higher education in the 19th century if our institutions had been created piecemeal. Nor could our 20th-century success in broadening access and building research capacity have been developed one-institution-at-a-time. The true power of the land-grant movement manifests itself when we join hands and move forward together.

Hence our sense of urgency. American success in a new century will bloom on our campuses or it will not take root at all. Because it is in our institutions, the nation's 608 public, four-year colleges and universities, with their 5.8 million students, 285,000 faculty members, and expenditures of $89 billion, that the country's future will be conceived, created, and secured (see Sidebar page 3). And, it is at our institutions, as well, that the United States will obtain the greatest returns on its investments in education. It will reap immediate dividends in the form of better educated and more productive graduates. And, it will build long-term capital gains in the form of a more prosperous society, its security and economic well-being enhanced by well-informed citizens and the most advanced science, technology, and scholarship.

Challenges Confronting the United States

As a new century dawns, five great domestic issues preoccupy the American people and their leaders—the economy, the environment, education, and technological and demographic change.

Battered by global economic convulsions, the United States has been transformed in a generation from the world's greatest creditor to its largest debtor. How can America secure its future in the crucible of globally competitive markets? Our institutions are a major part of the answer.

Meanwhile, the environment remains at risk. What do we have to do to clean up our environment and improve the quality of our air and water? Our institutions hold the key.

Education broadly defined, from kindergarten through graduate school, is seen as America's salvation. Whatever the problem—teenage pregnancy or improved health care, substance abuse or renewable resources, welfare reform or international competitiveness—educational institutions are correctly viewed as the nation's first line of defense. What do we need to do to be true to this public trust?

At the same time, technology and science march on. New knowledge promises new breakthroughs in everything from microelectronics and materials to modern medicine. Our communities, our nation, and our world have been "wired," literally and figuratively, with remarkable speed. We appear to be on the cusp of a brave new world that we can only now dimly discern—perhaps a totally new way of organizing ourselves economically and socially. What do these developments imply for our institutions?

Meanwhile, our society has been transformed in a generation. Most parents, whether men or women, are now at work. Demographers anticipate that by the year 2020 nearly 40 percent of Americans will be members of minority groups—African American, Latino, Asian American, Pacific Islanders, or Native Americans. Poverty, until recently a phenomenon most pronounced among the elderly, is now

A National Asset: The Nation's Public Colleges and Universities

	All Higher Education	All Four-Year Public	Public as % of Total
Number of Institutions (95–96)	3,706	608	16.4%
Expenditures (93–94)	$173.3 billion	$89.7 billion	51.7
Enrollment (94–95)	14.3 million	5.8 million	40.5
Full-Time Enrollment (94–95)	8.1 million	4.0 million	49.4
Employees (93–94)	2.6 million	1.3 million	50.0
Full-Time Instructional Faculty (93–94)	545,706	285,457	52.3

Source: U.S. Department of Education, National Center for Education Statistics, based on unpublished data from the *Digest of Education Statistics, 1996*, forthcoming. (Figures for expenditures, enrollment, and full-time enrollment based on preliminary data.)

a childhood disease. All the while, the gap between rich and poor grows, threatening to become a chasm. Our institutions must help heal social, economic, and racial divisions, not contribute to them; they must promote mobility, not limit opportunity.

When this society has called on us in the past, we have always responded. Undoubtedly, we will do so again. But if we are to respond with the effectiveness and power the times require, we must first confront the internal stresses under which our institutions labor.

Internal Stresses

It is no secret to any of us that public higher education is beset by challenges. They include an emerging enrollment boom, new competitors on the horizon, constrained public funding and growing resistance to price hikes, eroding public trust, and limited institutional flexibility.

Enrollment Pressures. Although enrollment at public four-year institutions has remained stable in recent years, it is expected to mushroom in the next decade as the "Baby Boom Echo" matures. Beginning next year, the crush of students seeking admission will send enrollment to record levels. Most of this growth will be in the West, where high school graduates are expected to increase by 60 percent over the next decade, a development characterized by former University of California president, Clark Kerr, as "Tidal Wave II." Smaller increases will be experienced in the South (22 percent), the Northeast (21 percent) and the Midwest (10 percent).

There will be more students. And they will be quite different. There will be many more members of minority groups. Many more students will be older. Most will probably be on campus; many will not. A lot of students will be lifelong learners, graduates looking to us to burnish their skills for a changing economy. We must commit ourselves now to new ways of delivering education to these new kinds of students.

New Competitors. Our institutions are no strangers to competition—and they are the better for it. But now something new and entirely different has formed on the horizon. Driven by consumers' demands for more convenience, government's demands for greater cost-effectiveness, corporations' needs for specialized skills and training, and society's ever-escalating desire for learning and educational credentials, the number of profit and non-profit competitors to traditional higher education has exploded. Our institutions now contend with an enormous variety of educational vendors offering postsecondary coursework, training, degrees, diplomas, and courses of one kind or another (see Sidebar page 5).

We are witnessing a revolution in the possibilities for learning in America every bit as fundamental as the transformation that accompanied the creation of our own institutions more than a century ago.

Funding Difficulties and Cost Increases. Although state support for higher education has grown modestly in the last two years, much of this decade has been financially traumatic for state and land-grant universities. The combination of the recession that began the decade, efforts to reduce the Federal deficit, and rising state

Education and the Telecommunications Revolution

The educational future of telecommunications and technology is already well underway in the nation's public schools. Literally millions of students in practically every state are already using technology in the classroom and at home. Many use services offering broadcasts over inexpensive satellite dishes scarcely larger than a dinner plate that permit students to communicate directly with teachers and experts.* Similar developments are already on the horizon in higher education. New York City's independent New School of Social Research, for example, has always catered to adult learners and since 1994 it has provided courses to more than 1,500 students from 17 countries (at up to $1,500 per for-credit course) over the Internet. Other notable developments include:

- The 1996 announcement of 13 governors that they intend to establish a Western Governors' University, a "virtual university" offering college-level coursework by employing the latest telecommunications capabilities.
- Corporate "universities," thought to number about 400 in 1989, are now estimated to total more than 1,000. They offer training in everything from how to manage a hamburger stand (in more than 20 languages) to theoretical concepts undergirding advances in electronics and computer science.
- New institutions such as the University of Phoenix in Arizona (a publicly traded, accredited, for-profit institution of higher education) are beginning to appear. Phoenix provides distance-learning opportunities to more than 20,000 students annually.
- Corporate training expenditures are booming, totaling about $52 billion in 1995 (a 15 percent increase from 1990) and involving 41 percent of employees (up from 36 percent a decade ago).
- About one home in four now possesses a personal computer (with one in three of *them* reporting they own more than one), many equipped with modems to access the information highway and CD-ROM players to take advantage of the latest educational software.

Industry leaders expect that the telephone deregulation promised in the 1996 telecommunications law will accelerate these developments as cable operators, long distance companies, and telephone companies compete for new markets. One-way video and two-way audio will become more widespread as public and private distance-learning entities continue to use cable, satellite, and telephone lines to deliver instruction directly to the home. Robust satellite usage is expected in states such as Georgia, Louisiana, Florida, Oregon, Nebraska, and South Carolina with a history of either interest in educational applications of technology or existing statewide satellite services.

* Comprehensive data on these activities are unavailable. However they include Simon and Schuster's Education Management Group with sales of about $35 million providing services to 3,500 schools in 38 states; Hughes Electronics' Galaxy Classroom (recently acquired by Simon and Schuster) serving 70,000 students in 650 schools across the country; a variety of "integrated learning systems" promising customized, computerized tutoring for disadvantaged students in low-income school districts; and The Edison Project's ambitious plans to establish 200 technology-intensive private schools in the next decade.

allocations for public assistance, public schools, and corrections limited or reduced funds for higher education.

Institutions struggled to maintain access and services by streamlining operations, paring back offerings, eliminating unproductive departments, and cutting administrative expenses to the bone (see Sidebar page 6). But of necessity, increases in the tuition and fees charged students were also part of the response. Although most of us are unaware of students who could not enroll because they could not afford to, these increases undoubtedly strained access in higher education.

Eroding Public Trust. At the same time, public trust is fragile. Our institutions are part of a great national

paradox. On one hand, higher education, including its state and land-grant colleges and universities, is acknowledged to be a national asset, the envy of the world.

On the other, public confidence appears to be wavering. Some critics complain we have forgotten the past; others that we risk our souls in corporate partnerships; and business leaders claim we ignore the workplace needs of the present and the competitive imperatives of the future. The public, for its part, is transfixed by sticker shock and worried about the costs of its children's education. This situation

Systemic Reform in Higher Education

Inside the academy, according to a recent essay from Pew Higher Education Roundtable and the California Higher Education Policy Center, the question most frequently asked is, "How can society be made to recognize and support the value of what we do?" But outside say the essay's authors, the issue increasingly framed by legislators, employers, parents, and students is "How can higher education serve us better?" Believing that resolving this tension is critical to the future of higher education, the academic community has been hard at work examining systemic reform. Among the efforts:

Institutional Leadership (American Council on Education). Financial pressures, changing demographics, competing values, and the rapid rate of change in the world are making change an imperative in higher education, according to the American Council on Education. In response, ACE has launched *Leadership and Institutional Transformation,* to help colleges and universities manage change. Working with 26 public and private institutions, the project encourages institutions to identify their own agendas for change, focusing on substantive themes such as improving teaching and learning, internationalizing the campus, and redefining curricular priorities. The project is supported by the W.K. Kellogg Foundation.

Additional Information: Madeleine Green, ACE, (202) 939-9300

Food Systems Professions Education Initiative (W.K. Kellogg Foundation) Convinced that organizations that hold to long-standing positions often falter in the midst of change, while those that learn from experience and adapt are more likely to prosper, the W.K. Kellogg Foundation has supported 46 land-grant institutions in an ambitious effort to redefine the futures they desire and work toward those visions. The Food Systems Professions Education Initiative is built on 12 clusters of institutions in 22 states and is organized around improving the preparation of food systems professionals so that they can respond to complex food systems issues in the 21st century. The initiative has already completed a "visioning" process to explore conflicting expectations and build a shared vision of the future. In the next five years, the initiative will encourage systems change through means such as institutional collaboration and new education approaches.

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Pew Higher Education Roundtable (University of Pennsylvania). The Roundtable describes itself as a "national laboratory" to advance "best practices" for academic restructuring. After publishing a number of papers focused on cost, quality teaching and learning, and access, the Roundtable extended its efforts to encourage campus-based discussions of these issues. By the fall of 1996, about 150 institutions—including community colleges, liberal arts institutions, comprehensive institutions, and small and major research universities—had completed these discussions. The total includes more than 30 state universities and land-grant colleges. The Roundtable is supported by The Pew Charitable Trusts.

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is toxic. Unless addressed, it threatens to cripple the academic enterprise because our effectiveness depends ultimately on public confidence.

Limited Institutional Flexibility. Meanwhile, despite recent improvements, our governance arrangements creak with anachronisms. Many of us have made progress but most of us continue to struggle with a campus culture that willingly sacrifices efficiency in favor of valuable traditions of collegiality and shared governance. As the Commission on the Academic Presidency reported early in 1996, higher education is not as nimble as the times require.

It is easy for many outside the academy to conclude that we are uninterested in the need for change. They are wrong. The issue is not lack of interest; it is that we are poorly organized to deal with many of these issues. As the nature of knowledge changes, our departmental structure has difficulty responding. As the challenges facing our communities multiply, we find it hard to break out of the silos our disciplines create. The world has problems; universities have departments.

Leadership to Put Students First

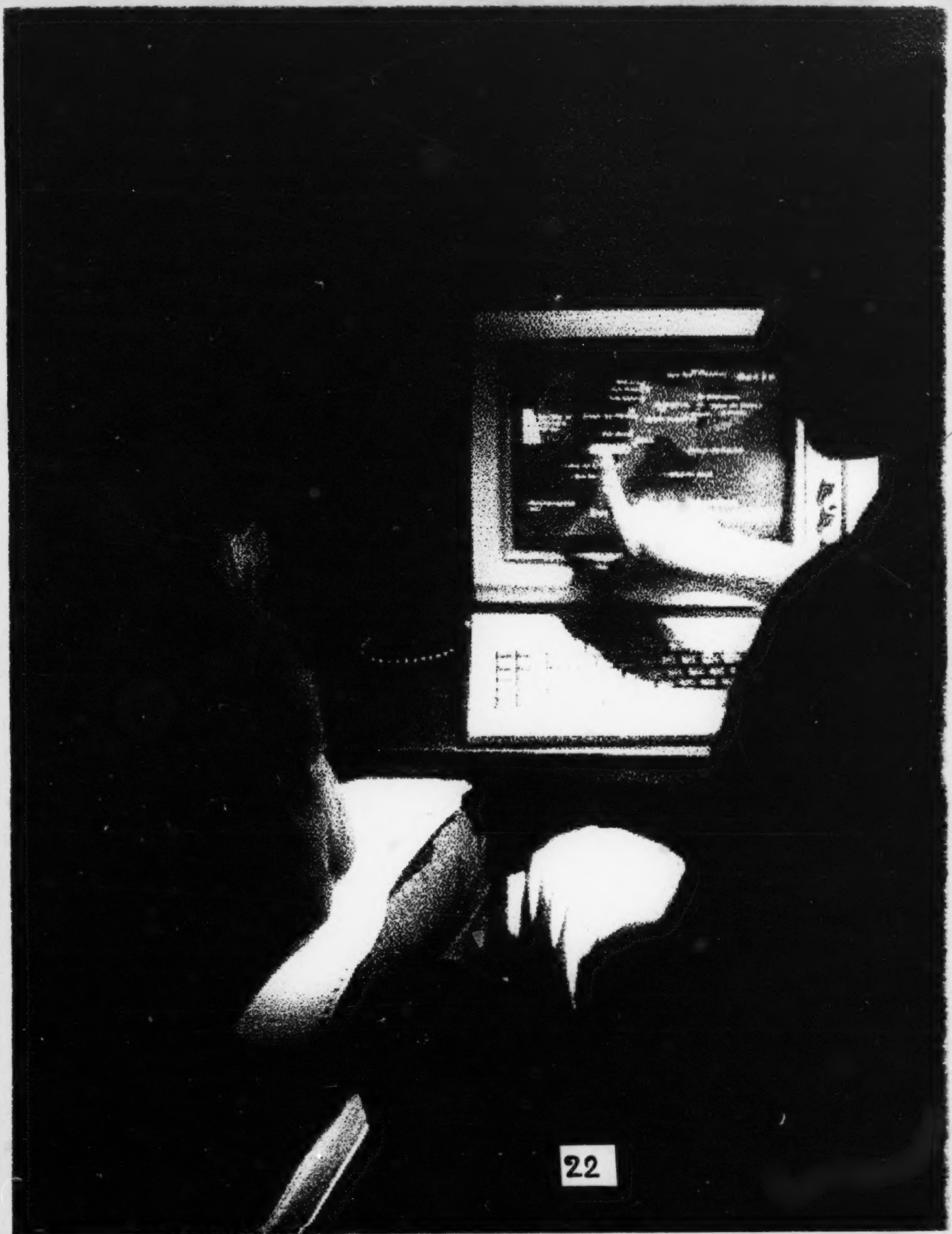
All of us understand those challenges are real, because each of us has struggled with them at our own institutions. We can report progress on some fronts and are forced to acknowledge setbacks on others.

We have run out of the easy solutions—adding a section here, capping enrollments there, shaving expenditures elsewhere, finding additional funds somewhere else, and working around the marginally productive.

Our challenges are no longer technical issues of how to allocate rising revenues. They are adaptive problems of how to lead when conditions have changed, resources are tight, expectations are high, and options are limited. We live in an age of transformational not technical change. Our leadership, like our institutions, must become transformational as well.

One part of our adaptive challenge, the leadership experts tell us, is understanding that we, as leaders, can no longer protect our institutions or their internal constituents from reality. The reality is that the world is changing more rapidly than ever before and we must adjust to it. We must persuade our various constituents, internal and external, that they themselves must take up the hard work of defining what kind of universities is needed for the future. We can no longer do that for them. If our campuses are truly what all of us believe them to be, communities of scholars and learners, then everyone must help resolve the community's difficulties.

The members of the Kellogg Commission believe that issues such as the student experience, access, engaged institutions, a learning society, and campus culture lie at the heart of redefining what our universities must be in the 21st century. We start with students and invite you to join us. State and land-grant universities were established to put students first. In responding to change, we begin by returning to our roots.



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A Vision for the the Future

In many ways, we are prisoners of our past. The remarkable success of the American adventure in higher education limits our vision. Comfortable with our assumptions about how to define excellence, we find it hard to break out of the traditional mind-set emphasizing seat-time, classrooms, and credit hours. All of us know better, but we continue to define excellence and institutional prestige by "inputs" and the ability to attract resources—instead of the quality of our graduates and our ability to fulfill our individual missions.

We ask you to join us in rejecting several false notions. The first is that a college education ends with a degree. The second is that the student experience should be reserved for the fortunate few between the ages of 18 and 25 willing to attend full time. The third is that the university experience extends only as far as the campus boundaries. In their place, we ask you to make common cause with us in support of genuine learning communities, focused relentlessly on student needs, dedicated to developing citizens who value learning, embrace change, and are eager to take up and resolve the national challenges with which we will have to contend as we enter a new century.

In brief, we ask you to join us in returning to our roots. We must change our ways. Too many of us have lost touch with much that was best in our past. State and land-grant institutions must again become the transformational institutions they were intended to be.

We can create newly responsive institutions if we reaffirm three broad ideals and adhere to them tenaciously, following their implications faithfully wherever they lead: (1) Our institutions must become *genuine learning communities*, supporting and inspiring faculty, staff, and learners of all kinds. (2) Our learning communities will be *student centered*, committed to excellence in teaching and to meeting the legitimate needs of learners, wherever they are, whatever they need, whenever they need it. (3) Our learning communities will emphasize the importance of *a healthy learning environment* that provides students, faculty, and staff with the facilities, support and resources they need to make this vision a reality.

Far from being lofty, unattainable goals, these ideals represent firm expectations. Some of our campuses are already beginning to make them real.

Learning Communities. Under our definition, a learning community serves as the foundation of a learning society. It is committed to meeting the needs of students and it respects the learning needs of the faculty as much as it encourages students to work as apprentice researchers. In such a community, all activities and responsibilities are related. Students, staff, and faculty come so see themselves as engaged in a common enterprise. Above all, the quality of learning is nearly inseparable from the experience of functioning as an integral part of the community itself.

As we understand the term, learning is not something reserved for classrooms or degree programs. It is avail-

Individualizing Education: Honors Programs at the University of Georgia

For millions of Americans, large public institutions of higher education have offered something for everybody. They have provided easy access, modest prices, convenience, and a remarkable variety of courses.

What most have not offered is much in the way of individual attention. In fact, smaller institutions have sold themselves to prospective undergraduates by contrasting the "personalized attention" they offer with the large classes and anonymity of larger state systems.

All of that is changing. Most large public campuses recognize that they must do a better job meeting the special needs of individual students, whether the need involves academic support or access to honors programs.

The University of Georgia is just one example of many efforts to meet the needs of outstanding student. At Georgia, in-state students with a "B" average or higher in high school pay no tuition and receive a $100 book stipend each quarter. In addition, about 10 percent of each first-year class is admitted to an honors program in which introductory first-year classes average 20 students, in contrast to several hundred students enrolled in most regular introductory classes. Honors students at the Athens campus report they obtain the benefits of both a large research university and a small college.

Honors students take only one of their three courses each quarter in the honors program. Still they report the experience is valuable and they are also able to design their own research project in a "directed study" initiative under the watchful eye of a faculty member. Cellular biology, national security policy, and art portfolios—all of these and more are grist for the mill in directed study.

able to every member of the academic community, whether in the classroom or the administration building, the laboratory or the library, the residence hall or the performing arts center, the field house or the extension field office. Learning is available to all—potentially to everyone in the state seeking intellectual nourishment—and all serve learning. The university's mosaic of teaching, scholarship, and service is available to the entire academic community; to potential students and their families and friends; to the region's schools, and their students and staff; and to a host of constituencies with important stakes in our performance—graduates, taxpayers, government, business and industry, and foundations and diverse cultural communities.

To create such a community and satisfy public expectations about our performance, our institutions must strive to continue to be centers of excellence, committed to firm standards and high expectations; known for the excellence of their teaching; and respected for the competence of their graduates. At the same time, they must be financially accessible to those we are responsible for serving; major resources of high-quality research and scholarship; and prudent stewards of public resources.

Whether we fall short of these ambitious aims is beside the point. The point is to pursue them relentlessly. Our reach should exceed our grasp. In setting out to create learning communities, we embark on a journey that has no end. What matters is not so much the destination but an unflinching commitment to excellence in meeting learners' needs.

Student-Centered Universities. A learning community is student-centered. It cannot be anything else. For only a student-centered approach has any hope of creating the kind of dynamic learning environment, both in and out of the classroom, required in a learning community. If we can get that right, the rest of it will take care of itself. If we cannot, the rest of it will be all wrong.

Actions speak louder than words. A student-centered approach compels changes in attitudes, orientation, and

The University in the Community: Portland State University and the University of Wisconsin at Madison

Every year, hundreds of thousands of university faculty, staff, and students build relationships with their communities. Public service takes many forms, from sharing new technologies, to supporting state economic development, to offering opportunities for professional development. Increasingly, the concept of public service incorporates student community service.

For example, Portland State University adopted a mission statement in 1991 that articulated the institution's role as an *urban* university. Subsequently, committed to providing an undergraduate education reflecting that role, PSU transformed itself by developing a new general education program; establishing a Center for Academic Excellence to support faculty development and community partnerships; incorporating service learning throughout the curriculum; and reviewing disciplinary majors and redefining the concept of liberal education.

Part of the service learning commitment involves a senior capstone program to create partnerships to enhance student learning, community development, and faculty scholarship. The program provides an opportunity for 2,000 students a year to apply their learning to community problems and work as members and leaders of interdisciplinary teams. The program requires a final product or closing project that provides a capstone to the student's learning experience. Capstone teams have helped establish a local recycling center; wrote up the history of the Portland YWCA; worked to improve health care screening and services for newborns and infants; and helped define the need to clean up local rivers. Students report that these experiences are among the most meaningful of their college careers.

The University of Wisconsin at Madison also has a significant impact in its state and community. The campus's economic impact in the state is estimated to be about $3.4 billion annually; more than 141,000 people participate in 2,300 continuing education courses and workshops annually; and the university's hospitals and clinics treat about 18,000 patients a year. UW-Madison is particularly proud of its work with schools in Wisconsin and elsewhere. Among these efforts:

- partnerships with more than 54 Wisconsin schools enrolling 11,000 students;
- clinics and summer programs for students and teachers in earth science, meteorology, biology, chemistry, athletic coaching, and teaching advanced placement courses;
- a Satellite Technology Education program which displays and analyzes Earth's weather patterns for Wisconsin high schools;
- extension education programs on a variety of topics from conflict resolution to multicultural storytelling offered in more than 100 workshops for 1,800 educators;
- the Wisconsin Career Information System which provides 350,000 state residents with career information through state-of-the-art technologies.

All over the United States, public institutions like Portland State and UW-Madison keep alive the vision of the university in service to the community.

responsibilities for every member of the academic community—faculty, staff, and students. It imposes additional expectations on all involved, in student life and services and extracurricular activities as much as in the classroom.

In a student-centered university, our tasks must include helping all students develop essential life skills and values: critical thinking; knowing how to learn; effective oral and written communication; a multicultural and global perspective; respect for individuals and the sources of their individuality; civic and individual responsibility; self-esteem, self-confidence, and a sense of one's own competence; and leadership and the ability to work well with others, either as a leader or a member of a team.

We want to stress that values deserve special attention in this effort. The biggest educational challenge we

A Learning Community: The University of Maine

In 1993, the University of Maine began to implement what it called a "Preliminary Downsizing Proposal" on a three-year schedule. That proposal was not intended to be blueprint for the future but to establish a realistic financial base for the university's future. A year later, the president of the university issued Maintaining and Enhancing a Complete Learning Community: A Vision for the University of Maine."

That vision statement incorporated four overarching and inter-related themes:

- The university should be a complete learning community;
- it should adopt a student-centered orientation;
- it should encourage a healthy, diverse learning environment;
- it should respect the tripartite mission of the land-grant tradition—teaching, research, and outreach.

With respect to its responsibilities as a learning community, the university's statement stressed the many constituencies, from students and faculty to the general public, who relied on the university for service. Ideally, said the statement, "each constituent group views the [university] as a place where knowledge is developed and shared, and where facilities exist so that creativity can be explored or experienced."

"Students need to know," the statement also declared," that the university exists to serve them and to facilitate their learning and development . . . A student-centered approach . . . must be a practice and attitude present in all areas of learning . . ."

Regarding the learning environment, the statement stressed that it included the university's intellectual, physical, and technical condition and atmosphere. "Such an environment reflects the complex infrastructure the university must maintain and the rich community and values it must foster."

Finally, with respect to its mission, the statement stressed that what distinguishes a land-grant institution from many others is its commitment to the individual and inter-related importance of each of its tri-partite missions. "No university activity exceeds the importance of teaching," the statement said. "We should strive for excellence in all research areas . . . We need to be partners in the work that the communities we serve regard as crucial."

Far from being rare in the academic world, such reflections on purpose and mission are the norm. Michigan State University adopted six Guiding Principles in 1994. The California State University system recently initiated the Cornerstones project, a two-year planning effort to position itself for the 21st century. Pennsylvania State University completed "Penn State's Campuses: A Plan for the Future" in June 1996. And throughout the 1990s, The University of California at Davis has relied on a document called "Principles of Community" to help guide it through difficult debates ranging from attacks on free speech to attacks on educational opportunity.

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Redesigning Undergraduate Curriculum: Rutgers, the State University of New Jersey

Rutgers serves a diverse student body of more than 35,000 undergraduates in 17 degree-granting colleges and schools on three regional campuses. In 1992, Rutgers created the Office of the Vice President for Undergraduate Education to develop university-wide strategies to improve undergraduate education. The office has begun a number of innovative programs to ensure a successful education experience for undergraduates:

Rutgers Dialogues, a comprehensive review of the undergraduate curriculum resulted in a set of **university-wide learning goals**. The goals define the skills and knowledge that Rutgers University students will acquire to support their development as responsible citizens, and as productive contributors to society in their workplaces and in their intellectual, cultural, and social endeavors. The goals address three areas:

- *Intellectual and Communication Skills*—including critical thinking, communication, mathematical reasoning and analysis, scientific inquiry, and information and computer literacy.
- *Understanding Human Behavior, Society, and the Natural Environment*—including historical understanding, multicultural and international understanding, understanding of literary and artistic expression, understanding the bases of human and social behavior, and understanding the physical and biological world.
- *Responsibilities of the Individual in Society*—including citizenship education and social and ethical awareness.

Rutgers Dialogue Grants award $100,000 each year to faculty members for pilot projects that create new ways of meeting the learning goals. A number of these projects are becoming institutionalized. These include first-year courses such as "Shaping a Life" (Douglass College) and "The Freshman Seminar Program" (Newark College of Arts and Sciences), a set of courses that integrate writing across the curriculum, reform of the teaching of calculus to include small group active learning, and a variety of efforts that integrate use of information and computer technology in classes.

Undergraduate Curriculum Seed Grants support faculty in their efforts to obtain major foundation and government funding for curriculum innovation.

Teaching Evaluation Development Grants support academic unit efforts to develop methods of evaluating teaching and the curriculum.

Rutgers Undergraduate Research Fellows Program supports experiences in which students learn about research by doing research with faculty members.

Rutgers Undergraduate Education Advisory Council offers a mechanism for dialogue about the undergraduate curriculum with business leaders.

Citizenship and Service Education Program (CASE), initially conceived by Professor Benjamin Barber, integrates community service with classroom learning. The program now serves 2000 students in 70 courses and provides over 125,000 hours of service for more than 200 community agencies annually.

Teaching and learning support services for faculty and students are provided through **Teaching Excellence Centers** and **Learning Resource Centers**.

A variety of technological innovations, such as electronic registration and grade reporting via telephone, have made student services more user-friendly.

face revolves around developing character, conscience, citizenship, tolerance, civility, and individual and social responsibility in our students. We dare not ignore this obligation in a society that sometimes gives the impression that virtues such as these are discretionary. These should be part of the standard equipment of our graduates, not options.

Finally, learning is not a spectator sport. While it is the faculty member's

role to teach, it is the student's to learn. Independent learners are active, not passive. We must introduce many more students to research, as junior collaborators with faculty members and graduate students and as seekers and inventors of new knowledge in their own right. And we must introduce all students—and, in particular, first-year students—to classroom experiences that stretch their intellectual horizons and require them to exercise analytical muscles most of them never knew they had.

We understand that all of that is a very tall order. We also know that we will not succeed with every student on every dimension. But if we turn our attention seriously to these issues, our successes will far outnumber our failures. Above all, we will have prepared our students for a lifetime of learning and challenge.

Healthy Learning Environments

By "learning environment" we mean the atmosphere on campus and the intellectual, physical, and technical conditions supporting it. As we understand the term, it is the very "stuff" of campus life—that part of the experience graduates remember long after they have forgotten who taught them English composition, or even what the course included. It is extracurricular activities and student "bull" sessions; gripes about food service and memories of first-year housing; club activities and turning out the student newspaper; and Friday night pep rallies followed by Saturday afternoon at the game.

Across the board, in every office on campus, we must strive to create healthy environments. Every office, every service, every program, and every person must begin with a student-centered attitude because our students need to know and understand that the academic community exists for them. Its purpose is to help them grow and develop.

In creating healthy learning environments, we believe our institutions must strive to:

- develop residential environments that encourage learning;
- foster the development of solid values and sound character;
- create the conditions in which pluralism and different perspectives are respected and encouraged;
- periodically assess the quality of facilities and their maintenance, including state-of-the art technologies for teaching, learning, and research; and
- provide access to a broad range of health services while encouraging education and preventive services in place of expensive treatment.

If there is a more unhealthy factor on campus today than excessive consumption of alcohol, we cannot identify it. Both research and anecdotal evidence indicate that alcohol is often involved in the difficulties and tragedies students encounter. Part of creating a healthy environment is helping students understand that alcohol is a dangerous intoxicant which, if used at all, should be used in moderation.

Clearly the list of elements that go into constructing a healthy environment is endless. We have deliberately limited our concerns above, but want to stress that each of them must be

The Campus as Residential College: University of Minnesota-Twin Cities Campus

The Residential College at Minnesota's Twin Cities Campus is a residential-academic program open to full-time students in the College of Liberal Arts, the Institute of Technology, and the Carlson School of Management. It is designed to enhance student-student and student-faculty interaction around substantive academic material. The program emphasized three main elements: faculty interaction, courses-in-common, and community housing. These three components combined foster intellectual and social growth.

- **Faculty Interaction.** Faculty are involved as teachers, mentors, advisors, and friends to students. Professors meet with students one-on-one in the residence hall. Faculty generally meet with students in the middle weeks of the quarter. It is expected that students meet at least once per quarter with one faculty member; some meet many more times. Students may meet with whomever they wish, however many times it suits them and their mentor. The meetings are not structured. They are ongoing conversations to benefit both student and faculty member. Faculty participation often extends beyond the classroom and advising to include planning the year's Welcome Events, leading tours to on- and off-campus arts and education events, attending weekly dinners for all Residential College students, and, sometimes, throwing barbecues or informal dinners at home.
- **Courses-in-Common.** Each quarter, students receive a list of courses to be offered in common. For the most part, these are introductory courses, mainly chosen to meet basic graduation requirements. They range from composition to chemistry to political science. Some courses, particularly those in science, are offered in sequence so that students may stay with their classmates for the entire year. The courses-in-common list is also designed to introduce liberal arts and management students to the sciences and Institute students to the humanities and social sciences.
- **Community Housing.** Traditional university housing obviously works to build a social community of students. Residential college inserts an academic component into the housing experience. Students live with or near their classmates and study partners. Housemates, even roommates, will be taking some of the same courses and living close to each other makes it easier to find study partners and form study groups. First-year students have a choice between traditional residency hall living and living in apartments in Argyle House. Argyle House, built specifically for Residential College, houses about 80 first-year students, along with 80 second- and 10 third-year participants.

Who are the students and how many are there? Each year about 250 first-year students participate. About half are in liberal arts, one third from the technology institute; and the remainder from the management program. Most students are from Minnesota, but many also enroll from Wisconsin, and North and South Dakota, and other participants come from the east and west coasts and from foreign countries.

extended to meet special needs. The need for formal efforts to address non-traditional, part-time, and commuting students is critical. There are entire categories of students on most of our campuses—a majority on some—whose experience with the academic community consists solely of "telecommuting" to class or parking on campus and heading for home when lectures end. We must make them part of the community.

Tuition Guarantees: Michigan State University

Michigan State University leaders believe that, in an era of severe "downsizing" in both the public and private sectors, public universities must not only contain costs but demonstrate their commitment to that goal by holding down price increases (i.e., tuition and fees) which have been outpacing inflation.

The Michigan State Tuition Guarantee, enacted in 1994 for the first-year class entering in the Fall 1995, is a commitment to hold *real tuition costs* constant for the four years normally required to complete an undergraduate degree. It both responds to public anxiety about the costs of a four-year education and encourages students to finish their undergraduate education without dilly-dallying. The guarantee program consists of two parts:

- a multi-year commitment for first-year students entering in 1995 that tuition rate increases will be held to the rate of inflation through fiscal year 1998-1999.
- the commitment is contingent on the state at least matching inflationary increases in appropriations to the university's general fund.

Such guarantees are one way to alleviate public anxiety about costs. Another consists of tuition prepayment plans.

Earlier this year, Virginia became the twelfth state to implement a pay-now, learn-later plan. The Virginia plan, like most others, permits parents to lock in the amount they will pay for their children's education and pre-pay tuition and fees by paying today's rates, either in a lump-sum or a monthly contribution, pro-rated by the age of the child. Then when the student is ready to enroll, the state picks up any additional costs at in-state public colleges or universities. Students are eligible through grade nine.

If students ultimately decide to attend a private institution, or a public institution in another state, the pre-paid tuition is still available to them. In Virginia, for example, the state will pay an amount equal to tuition at the most expensive state public institution for students who elect to attend an in-state private institution; those electing to attend an out-of-state public institution will receive the average tuition at all Virginia public colleges.

Despite the fact that financial planners believe parents would obtain a better return with traditional investments, many families apparently prefer the peace of mind of pre-paid tuition plans. Experts report that about 500,000 families are enrolled in such plans in the 12 states in which they are available.

A Field of Vision

Experts on organizational change agree that in order for large, complex organizations to change they need to create not simply a new vision of a different future but a new "field of vision." A field of vision is made up of ambitious concepts of what is possible, what is desirable, and what must be done—concepts that spread so broadly throughout the organization that nobody in it can avoid them. Everyone who works there, teaches there, and studies there periodically runs up against the institution's mission, goals, and values. The power of a field of vision grounded in the concept of a learning community is that, if all of us take it seriously, none of us can avoid bumping into its implications periodically and returning to our roots.

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A Leadership Agenda for Change

THE MAJOR QUESTIONS facing our institutions revolve not around whether they will change, but by how much. The organization of academic life that served the nation well in the 20th century is unlikely to be adequate for the 21st. As we move toward genuine learning communities, traditional methods and structures and familiar calendars and processes are likely to go by the board. We have to move in two directions at the same time. In one direction, we will be returning to the best of our past, toward the land-grant ethic of access and research in service to the public. From that base we must move to create a new kind of state and land-grant university, as different from today's as ours are from the institutions conceived by Morrill and Lincoln.

Reform on our campuses can only succeed if it is broad and comprehensive, attacking many problems at the same time. But it cannot succeed at all unless it is based on a clear vision of where we want to go. Change for the sake of change will gain us little. But change aimed at developing learning communities and our capacity to continuously improve our performance will gain us everything—because that kind of change will give us the perpetual ability to review our missions, infuse new energy into the values underlying them, and improve our responsiveness to the many stakeholders we serve.

In the next century, a new kind of university will be in place. Most of us are already in the process of inventing it. It will be a hybrid, preserving the best of our traditions and adapting them to meet new needs. A university without walls, it will be open, accessible, and flexible in ways that can barely be imagined today. In this new university, the emphasis will be on delivering instruction anywhere, anytime, and to practically anyone who seeks it.

A Principled Agenda for Change

The members of the Kellogg Commission provide their colleagues with no check-list on how to proceed or what to do first. Still, the question remains, where to begin?

We offer, first, a statement of principles to serve as guidelines for establishing the kind of learning communities we consider essential to America in the 21st century. We urge you to make the statement on the following page a vehicle for organizing in-depth discussions at your institution about the nature of higher education in your community, region, and state. We commit our own institutions to these discussions and ask you to commit yours.

These conversations should involve both internal and external constituents and stakeholders—students, faculty, administrators, governing boards, and leaders from the community, the business world, and government. Each item in the statement deserves a

separate conversation. Each requires careful consideration. All of them together create an integrated whole that is greater than the sum of its parts.

In combination, these discussions can define what the stakeholders expect of the university, what the university needs from the stakeholders, and what is required from everyone to create and sustain a learning community.

We are convinced that this statement of principles represents a significant new agenda for a new century. We would hope that our boards and yours will adopt the statement as an on-going guide to institutional renewal. We believe that the success of public higher education in transforming itself in the years ahead must be judged against the extent to which these principles serve as guides to action. With these principles in place, we can remain true to our roots; without them, we run the risk of coming loose from our moorings.

Implications for the Student Experience

We believe that by means of those principles your institutions and ours can make sure that the student experience includes several things for every student. In terms of *education* development, these principles mean that *every student* should have: access to the courses required to graduate on schedule, in the term and sequence required; a meaningful set of experiences encouraging analysis and reflection, including seminar-style courses and courses requiring written evidence of independent thought; appropriate academic advising and career counseling; and, perhaps most significant, direct experience with the process of discovery, i.e., with undergraduate research.

These principles also carry with them major implications in terms of the *personal* development of students. They mean that *every student* should: have the opportunity to know personally several regular faculty members, each capable of providing personal and professional references for them; be expected to participate in the civic life of the university community, through student government or other campus organizations and activities; and be expected to contribute in a meaningful way in the life of the larger community, through community service, service learning, or in work experiences related to their career aspirations.

These principles appear to us to lead inexorably to a new way of approaching the learning needs. In the learning community of tomorrow, the college experience will:

- focus more on learning than on teaching;
- demonstrate that excellence in teaching is valued as much as excellence in research—and that the two can be linked by involving undergraduates in research;
- emphasize that results are as important as credit hours, that student learning is more important than seat time, and that demonstrations of student competence must accompany the accumulation of courses;
- supplement teaching based on classroom lectures (the faculty as "sages on the stage") with teaching

A Statement of Principles to Guide Academic Reform

Preamble. This institution is committed to higher education as a public trust. It supports the state and land-grant ethic of service to students, communities, and states through teaching, research, and public service as a statement of that trust. In support of that commitment, this university and its stakeholders—students, faculty, staff, administrators, board members, and friends—consider the following principles to be major statements of the values guiding us as we enter the 21st century.

I. A Learning Community. This university defines itself as a learning community, one that supports and inspires academic growth and learning among faculty, staff, students, and learners of all kinds, on-campus and off. Learning serves all of them; and all of them serve learning. Oriented around learners' needs, this university is committed to maintaining a first-rate environment for learning.

II. Access and Opportunity. As one of the public colleges and universities responsible for granting two-thirds of all the bachelor's degrees awarded in the United States, this institution is dedicated to maintaining the widest possible access to the benefits of a college education.

III. An Education of Value. This university will provide graduates with an education that fits them with the skills, attitudes, and values required for success in life, citizenship, and work or further education.

IV. Containing Costs. This institution is dedicated to containing its costs.

V. Accountability. This institution is a prudent steward of public resources, conscious of the need to maintain and improve quality while containing costs. It will also investigate a variety of emerging mechanisms to assess the outcomes of the student experience.

VI. Meeting New Needs. As telecommunications and other technologies revolutionize American life and many non-traditional students seek access to this learning community, this university is committed to developing distance-learning techniques and extended evening and weekend offerings to meet the widest variety of student needs.

VII. Flexibility and Responsiveness. This institution is committed to developing new partnerships and collaborations and improving governance structures so that it can meet its teaching, research, and service obligations more effectively, work with its many stakeholders more efficiently, and respond to change and emerging needs more flexibly.

emphasizing collaborative learning, learning in teams, and interdisciplinary problem-solving (the faculty as "guides on the side");

- integrate the "hidden curriculum," including co-curricular experiences, much more directly into the learning experience; and
- free students of the constraints of time and the physical boundaries of the campus by delivering courses "just in time" and extending instruction into communities and worksites with new instructional technologies and distance-learning models.

Action Commitments

To those ends, we have developed seven commitments around which we hope all of us can rally. We ask you to join us in turning them into reality. We believe they can help our institutions encourage better teaching, improve retention and graduation, enhance our ability to assess our own performance, and prepare our students for a lifetime of seamless learning.

The seven action commitments are:

1. *We will revitalize our partnerships with elementary and secondary schools* to create a seamless educational continuum that minimizes duplication, makes better use of scarce educational resources, eliminates the need for remedial instruction, and increases student satisfaction with the collegiate experience.

2. *We will reinforce our commitment to undergraduate instruction, particularly in the first two years* by re-examining general education requirements, encouraging greater faculty-student interaction, rewarding outstanding teaching, and fostering small interactive learning environments inside and outside the classroom.

3. *We will address the academic and personal development of students in a comprehensive fashion* by encouraging greater integration of academic and student services, improving academic planning and career exploration, developing more options for residential learning communities and service-learning opportunities, and working to assure that students can satisfactorily complete degree requirements in a timely way.

4. *We will strengthen the link between education and career* by encouraging business-academic partnerships to examine and restructure curriculum, incorporating new instructional techniques in the classroom, providing for continuing career and professional development, and insuring that our students continue to receive superior technical and professional assistance in developing the skills and competencies employers value—capacities to work in teams, solve problems, communicate clearly, and exercise ethical leadership.

5. *We will strive for the highest quality educational experience for students while keeping college affordable and accessible* by containing costs, studying and adopting appropriate new management practices, allocating savings to efforts in improve the quality of undergraduate teaching and learning, and seeking the assistance of public officials, friends, and alumni

in maintaining the university's financial support.

6. *We will better define for students and parents the educational objectives of our degree programs* and we will work collaboratively with each other to design meaningful approaches for assessing student attainment of those learning objectives.

7. *We will strengthen the link between discovery and learning* by creating many more opportunities for undergraduates to participate in seminar-style courses and enjoy direct experience with the processes of research.

To advance these principles and action commitments, our Commission will convene a "national conversation" through dialogs around the country to evaluate, discuss, and, if necessary, modify our statements of principles and action commitments. These dialogs will include college and university presidents, elementary and secondary school principals and teachers, and leaders from the business, government, and the non-profit world. Moreover, the Commission will develop a more comprehensive compilation of promising programs that advance these concepts than could be included in this letter. We will make these models available both in print and on the information superhighway

Putting Students First

This is not the first call for reform of the American academy, nor will it be the last. We know that a lot has already been accomplished. Recent reviews indicate that most campuses are struggling with these issues and have put in place a number of efforts to improve institutional functioning and clarify institutional missions. Nonetheless, a great deal of work remains. It is easier to acknowledge the need for change and mount some new programs than it is to launch fully into a comprehensive change process. Although most campuses report some activity in these areas, very few report comprehensive activity.

As members of the Kellogg Commission, we have had by far the simplest and most straightforward assignment. Defining the agenda outlined in this letter has been the easiest task. Much more demanding will be the effort to set it in motion and carry it to completion. That will call for the best in us all.

All of us must ask ourselves how our stewardship will be remembered. Will ours be the generation of academic leaders recalled because, on our watch, higher education ceded control of its destiny? And will our successors shake their heads because we could not articulate a compelling vision of the future while reining in our academic appetites?

Or will we be remembered in quite a different way? Under the preferred alternative, we can be recalled as the presidents who put forward a new definition of what higher education could be in America, helped our allies rally around that new field of vision, and joined hands to make it real.

The choice is ours.

The new university we defined became a new kind of learning community. It protected scholarship and free inquiry by relating them to

learning. It put learning at the top of its agenda. It stood by its faculty, respecting them, and rewarding them for what they did best. It took advantage of the latest technologies and restructured itself to do what it had to do with the resources it had available. It redefined excellence in higher education by insisting that quality has far less to do with who we keep out—and everything to do with how our graduates turn out.

Above all, it strengthened its roots by putting students first.

APPENDIX A **ACKNOWLEDGMENTS**

THE COMMISSION WANTS to express its gratitude for the contributions of many individuals and organizations whose assistance made this report possible.

Our first acknowledgment goes to the board and officers of the W.K. Kellogg Foundation for their support of the Commission. In particular, we want to thank the President of the Foundation, William Richardson, for his commitment to this effort and for launching the Commission with an outstanding presentation on the new imperatives facing higher education. Trustees Shirley Bowser, Chris Christ, Jim McHale, and Jon Walton graciously participated in one or more of the meetings organized around the Commission's work and their colleague, Wenda Weekes Moore, was a faithful and hard-working member of the Commission's Advisory Council. Finally, Richard Foster, Vice President for Programs, was a committed friend of the Commission, tireless and cheerful in devoting his time to the Commission's meetings and to the work of the Steering Committee which tried to keep us on track.

We cannot adequately acknowledge the contributions of the seven members of our Advisory Council, under the leadership of Roger R. Blunt, Sr., Chairman and CEO of Essex Construction Corporation. Paula Butterfield (Superintendent, Bozeman Public Schools), Wenda Weekes Moore (Trustee, Kellogg Foundation), Donald E. Petersen (retired CEO and Chairman, Ford Motor Company), Walter Scott, Jr. (President of Peter Kiewit Sons, Inc.) Mike Thorne (Executive Director of the Port of Portland) and Edwin S. Turner (President of EST Enterprises) came from many walks of life and the four corners of the United States. If we have not done justice to their convictions, the faults is ours, because all expressed themselves forcefully and well.

This core of this document depends a great deal on several statements and letters developed by members of the Commission. Our thinking about the university as a learning community depends heavily on the writings of Frederick E Hutchinson, President of the University of Maine. James J. Stukel (University of Illinois) developed the action agenda described in this document: Lattie F. Coor (Arizona State University) defined what every student should receive from the undergraduate experience; Judith A. Ramaley (Portland State University) shaped our thinking about several matters, including leadership and the need for a broad field of vision; and Graham Spanier (The Pennsylvania State University) kept us focused on values and student behavior.

We also want to thank the many other friends and colleagues cited in Appendix B who took the time to meet with us and share their views. In particular, we are grateful to Secretary of Education Richard W. Riley, not only for his interest in our work but also for his continuing staunch support of American higher education.

We particularly appreciate the contributions of the capable and hard-working staff that helped guide our work. John V. Byrne, President-Emeritus of Oregon State University, served ably as Executive Director of the Commission (and an ex officio member of the Commission). We could not have functioned without him.

He kept us focused on our task, and his understanding of the complex world of public higher education was critical to the Commission's progress.

Dr. Byrne had the assistance of a Steering Committee that included Richard Foster (W.K. Kellogg Foundation), C. Peter Magrath (President of the National Association of State Universities and Land-Grant Colleges), James Harvey (Harvey & Associates), Roselyn Hiebert (Director of Public Affairs, NASULGC), Joseph Kunsman (Director of Academic Programs in Agriculture and Natural Resources, NASULGC), Richard Stoddard (Director of Federal Relations, The Ohio State University), Teresa Streeter (Executive Associate to the President, NASULGC), and Michael Vahle (Staff Assistant to the Kellogg Commission). Each member of the steering committee contributed immeasurably to our work.

Several consultants assisted us with our work: Cathy Henderson developed a working paper for the Commission, "The Student Experience: Data Related to Change"; James Harvey helped with drafting and editing this report; Sally James of Cutting Edge Graphics designed this document; and John Consoli of the University of Maryland took the cover photograph and those on pages iv and 8.

Finally, we want to acknowledge the valuable contributions to our thinking of several assistants to members of the Kellogg Commission. We are indebted to Christine M. Haska (Vice President, Institutional Research and Planning, Rutgers, The State University of New Jersey), Martha L. Hesse (Assistant Provost, Michigan State University), and Richard Schoell (Director of Federal Relations, University of Illinois), for their interest and contributions. In particular, Richard Stoddard (The Ohio State University) was unflagging in his commitment to this effort and a well-spring of fresh insights and useful suggestions.

APPENDIX B **MEETINGS, GUESTS, AND SPEAKERS**

Date(s)	Location	Guests and Speakers
January 29–30, 1996	Washington, DC	William Richardson, President, W.K. Kellogg Foundation
April 29–30, 1996	Washington, DC	Richard Foster, Vice President W.K. Kellogg Foundation
		Walter Hill, Dean of Agriculture and Home Economics, Tuskegee University
		Gerald Klonglan, Associate Dean for Agricultural Research Iowa State University
		Ian Maw, Associate Dean for Academic Programs, Cook College, Rutgers, The State University of New Jersey
		L.H. Newcomb, Associate Dean for Academic Programs, The Ohio State University
October 2, 1996	Chicago, IL	Donald E. Petersen Retired Chairman & CEO Ford Motor Company
November 20, 1996	San Diego, CA	John R. Halstead University of Maine (Represented Council on Student Affairs)
		Richard Sisson, The Ohio State University (Represented Council on Academic Affairs)
		Margaret Geisler, University of Wisconsin, Madison (Council on Extension, Continuing Education, and Public Service)
		Leslie B. Sims, University of Iowa (Council on Research Policy and Graduate Education)
		Melissa Katsimpalis, Colorado State University (Council on University Relations & Development)
December 2–3, 1996	Washington, DC	Honorable Richard W. Riley, Secretary of Education

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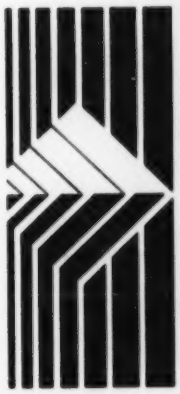

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